Ed 612.21 Physical Education. The teacher preparation program for physical education in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:

(a) In the area of knowledge of physical education content and concepts:

(1) Ability to identify critical elements of motor skill performance;

(2) Ability to describe performance concepts and strategies related to skillful movement and physical activity, including, but not limited to:

a. Fitness principles;

b. Game tactics; and

c. Skill improvement principles;

(3) Ability to describe bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts related to:

a. Skillful movement;

b. Physical activity; and

c. Fitness;

(4) Knowledge of history, philosophy, laws and rules related to teaching physical education, as well as adaptive physical education for students with disabilities;

(5) Knowledge of and skill in dealing with differences in development between children with and without disabilities; and

(6) Ability to access resources on student standards from state governments and professional groups;

(b) In the area of performance ability:

(1) Ability to combine motor skills into sequences that are appropriate to individual student needs;

(2) Ability to demonstrate competent motor skill performance in a wide variety of physical activities, including, but not limited to:

a. Fundamental movement skills involving patterns of motion using different body parts, such as the legs, arms, trunk, and head, including, but not limited to, the following skills:

1. Running;

2. Hopping;

3. Catching;

4. Throwing;

5. Striking; and

6. Balancing;

b. Sports;

c. Games;

d. Dance; and

e. Health-related fitness;

(3) Ability to apply knowledge of bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts to skillful movement, physical activity, and fitness;

(c) In the area of management:

(1) Ability to identify and describe individual and group management and motivation strategies that encourage:

a. Positive social interaction;

b. Active engagement in learning; and

c. Self-motivation;

(2) Ability to implement the strategies described in a above in a safe learning environment;

(3) Ability to organize, allocate, and manage resources, including, but not limited to students, time, space, equipment, activities, and teacher attention, to provide active and equitable learning experiences;

(4) Ability to motivate all students to participate in physical activity in a variety of settings that relate to personal experiences, the community and real-life tasks;

(5) Ability to select strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment, including, but not limited to:

a. Mutual respect;

b. Support for others;

c. Safety; and

d. Cooperation; and

(6) Ability to develop and implement effective behavior management plans;

(d) In the area of planning and instruction:

(1) Ability to plan and implement a variety of developmentally appropriate instructional strategies that meet the needs of all students;

(2) Ability to describe skill progressions and activities that support effective planning and instruction;

(3) Ability to identify, develop, and implement appropriate program and instructional goals:

(4) Ability to develop short- and long-term plans that are based on student assessments and linked to program and instructional goals as well as student needs;

(5) Ability to select and modify instructional strategies for all students, including students with an individualized education plan, students covered by Section 504 of the Rehabilitation Act of 1973, and students identified with a condition that might significantly affect their motor performance, including but not limited to obesity, asthma, or distorted body image;

(6) Ability to design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction in the physical activity setting;

(7) Ability to design and implement learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(8) Ability to develop and use effective demonstrations and explanations that link physical activity concepts to learning experiences that are suited to the level of cognitive and physical development of students and linked to students’ past and present life experiences;

(9) Ability to develop and use instructional cues and prompts that are clear and effective in facilitating competent motor skill performance on the part of students; and

(10) Ability to develop and use a repertoire of direct and indirect instructional formats to facilitate student learning, including, but not limited to:

a. Asking questions;

b. Posing scenarios;

c. Facilitating factual recall;

d. Promoting problem solving; and

e. Eliciting critical thinking;

(e) In the area of assessment:

(1) Ability to design and implement assessment techniques and tools to foster physical, cognitive, and emotional development of students in physical activity;

(2) Ability to observe and reflect upon the motor performance, emotional well-being and social interactions associated with each student;

(3) Ability to design and implement a variety of assessment techniques and tools, such as, but not limited to, grades, reports to parents, verbal or written self-assessment, and teacher-student meetings, to:

a. Assess student performance pertaining to skill development and fitness level;

b. Involve students in assessing themselves and their peers, thereby engaging students in self-analysis and reflection;

c. Provide feedback and inform instruction; and

d. Communicate student progress, for both formative, or primarily prospective, and summative, or primarily retrospective, purposes;

(f) In the area of collaboration:

(1) Ability to foster relationships with colleagues, parents or guardians, and community agencies that support student growth and well-being;

(2) Ability to collaborate with parents, educators, school health personnel, related service providers, and paraeducators to design physical education experiences that meet the needs of diverse students;

(3) Ability to identify strategies to become an advocate in the school and the community to promote a variety of physical activity opportunities;

(4) Ability to identify and use appropriate community resources to enhance physical activity opportunities; and

(5) Ability to collaborate with parents, colleagues, administrators, school boards and community resources to promote a physically active lifestyle for all students;

(g) In the area of communication:

(1) Ability to demonstrate effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings;

(2) Ability to demonstrate effective communication skills, including, but not limited to:

a. Clear and concise language;

b. Language paced to the developmental level of students;

c. Giving and receiving feedback;

d. Use of age appropriate language; and

e. Use of non-verbal communication, including but not limited to physical gestures and expressions of emotion, appropriate to the classroom setting;

(3) Ability to communicate managerial and instructional information in a variety of ways, including, but not limited to:

a. Bulletin boards;

b. Music;

c. Task cards;

d. Posters;

e. Internet; and

f. Videos;

(4) Ability to communicate in ways that demonstrate sensitivity to all students, including, but not limited to, consideration of the following differences:

a. Ethnic;

b. Cultural;

c. Socio-economic;

d. Ability; and

e. Gender; and

(5) Ability to implement strategies to enhance communication between students in physical activity settings; and

(h) In the area of technology, the ability to utilize current information technology, including adaptive equipment and assistive technology, to:

(1) Enhance students’ learning;

(2) Enhance personal and professional productivity; and

(3) Motivate, instruct, and assess students.

[Source.](http://www.gencourt.state.nh.us/rules/filing_history/sourceed.html) #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; ss by #7924, eff 7-24-03; amd by #8667, eff 7-1-06; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.14)

<http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html>

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